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ABSTRACT

The Education in Action project is a cooperative effort between the vocational education community and the Central Kentucky Community Action Council to identify economically disadvantaged youth who need basic academic and life skill training, General Educational Development (GED) training, occupational skill training, and job hunting and retention skills. Youth are recruited through the Community Action Agency as well as through referrals from employment services, vocational rehabilitation offices, churches, doctors, adult basic education teachers, and business and industry, and through newspaper and radio advertisements. Once these youth are identified, they are invited to attend seminars that take place in eight counties, with the goal of unsubsidized job placement. Counselors help the youths to identify personal goals and areas of interest and ability and to determine their basic skills levels in order to identify areas of strengths and weaknesses; then a plan is devised for accomplishing educational and career goals. Information about opportunities for education and training available in the area is given and referrals are made to services and programs. A career counselor continues regular contact and support of youth who enroll in vocational education programs, and support groups have been organized. Help in job search and placement is also given. As a result of the program, more than 100 youths have earned GED diplomas. (Seven appendixes, making up the bulk of the document, include an enrollment information form, project flowchart, career exploration competencies form, personal data sheet, career assessment profile and referral form, job search forms and job interview tips, an annotated bibliography listing 22 resources on job search, a list of support groups in the area, lists of resource center materials, support group surveys, and a brief report by the GED test coordinator.) (KC)

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Community Based Organization Project

EDUCATION IN ACTION

Final Report

Rosemary Wiseman

Project Director

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Vocational Education Region V

505 University Drive

Elizabethtown, KY. 42701

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Education in Action

Vocational Education Region 5

and

Central Kentucky Community Action Council

Community Based Organization Project

Rosemary Wiseman, Project Director

Project Number: 12-33-540-DCCM-04-15-00-Z43
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on the CBO Project

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EDUCATION IN ACTION

FINAL REPORT

I. INTRODUCTION

A. Purpose

The Education In Action project is a cooperative effort between Vocational Education and Central Kentucky Community Action Council, Inc., to identify economically disadvantaged youth who need basic academic skill and life skill training, GED training, occupational skill training, and job hunting and retention skills.

B. Emphasis on Appropriate Referral

Once these individuals are identified, they are then invited to attend our seminars which take place in all eight counties. At the conclusion of the seminar, individual referrals are made to appropriate educational programs and/or job search activities. The ultimate goal is unsubsidized job placement.

II. PROGRAM DESIGN

A. Concept

The design of Education In Action is that Central Kentucky Community Action Council and Vocational Education will work cooperatively to identify and contact those economically disadvantaged youth ages 13-21 throughout Region Five. Once contacted, this project will attempt to motivate them to improve themselves educationally and to become employed. Career counseling is provided on both a group and individual basis. Individualized attention is vital. All activities are designed and modified to fit each student's particular needs and goals. Skills identification and interest inventories are an essential first step in each individual's career exploration. The program's goal is to make students aware of all available choices in the area for education and training, and help them develop a plan which will ultimately result in unsubsidized employment. For those individuals who are not interested in additional education or training, but do want assistance in finding employment, a job search program is available which teaches job search and retention skills and techniques.

B. Resources

Central Kentucky Community Action Agency has offices in all eight counties in Region Five. Their workers interact daily with economically disadvantaged people and refer individuals to the seminars. Additionally, their staff has business contacts in each community who also make referrals. Vocational Education Region Five has vocational schools in five of the eight counties, with counselors

working at each school. These counselors work cooperatively with Central Kentucky Community Action Agency in implementing this project. In addition, a career counselor has been hired to work specifically for the Education In Action project.

III. METHODOLOGY

A. Recruitment

Recruitment of students for Education In Action involves close cooperation between Central Kentucky Community Action Agency and Vocational Education Region Five. An information form has been designed. The Community Action worker assists the student in completing the form, and then sends the completed form to the Education In Action career counselor. The information from these forms is entered into a data bank, and the students are referred for career assessment/exploration/job search. (Appendix A)

In addition to recruiting through the Community Action Agency, referrals are requested from other sources including employment services, vocational rehabilitation, church pastors, family physicians, lawyers, adult basic education teachers, high school counselors, social agencies, and business and industry. A brochure was designed and has been left with these contacts to use as a tool for referral. (Appendix B)

Periodically newspaper and radio ads are run daily for one-week periods. There has been greater response from the radio ads than from the newspaper ads.

B. Assessment/Career Exploration

The objectives of assessment are to assist each individual in (1) identifying personal goals and objectives, (2) identifying areas of interest and ability, (3) determining basic skills levels in order to

identify areas of strengths and weaknesses, and (4) devising a plan for accomplishing educational and career goals. (Appendix C) Information about all the various opportunities for education and training available in the area is given to the student.

Once the student has identified a career goal and objectives, assistance is provided in developing a plan of action to accomplish his/her goal. (Please see Appendix D) After the plan has been completely developed, the appropriate referral is made to the services/programs which can provide the opportunities needed for the participant to reach his/her goal. The referral process is crucial; participants may need more than a name, address and telephone. Many of the participants benefit from the individual support and encouragement provided by taking the participant to meet the contact person, or by arranging a field trip for that participant and other participants who may be interested in a vocational program, adult basic education or GED program, or college program.

Another possible referral is to the Job Search Program. When a student completes the assessment/career exploration component, he/she may choose employment as the goal and want help in job search skills and techniques. In the Job Search Program, the career counselor works with each individual to teach job search skills and techniques, conduct mock interviews, and prepare an effective resume. A Job Club has also been organized and the career counselor is available to participants for daily guidance and support until employment is found. (Appendix E)

C. Retention and Completion

For those individuals who choose to enroll in Vocational Education programs, the career counselor continues regular contact and support. In addition, support groups which meet monthly for both day and night students have been organized. The support groups identify topics of interest and presentations are arranged. The presenters include various professionals from the community who provide this service without cost. The support group also offers participants the opportunity to share problems and concerns, as well as solutions to problems encountered in the pursuit of their vocational goals. Also, workshops and seminars are presented to address the students' interests and needs. Some of those include stress management, parenting skills, job search, and communication skills. As a resource to the participants, a collection of books, audios and videos has been developed and is available for individual use. These materials deal with self-esteem, motivation, assertiveness, goal setting, positive self image, interpersonal communications, etc. (Appendix F)

While all these activities and materials are important to the retention and completion of each student, the most important is the regular, individual counseling and support of the student.

D. Placement

If a student is nearing completion of his/her vocational training, and does not have a job lined up, the counselor begins to work with that student on preparing an effective resume and developing a network of contacts. As soon as classroom training is completed, the student moves into the Job Search Program to learn job search skills and

techniques, and then into to the Job Club for daily assistance and support until he/she finds employment. The focus is to teach the participant how to find a job, rather than find the job for him/her. (Appendix E)

IV. EVALUATION

As a result of this project, Vocational Education, in cooperation with the Community Action Agency, is able to identify economically disadvantaged youth provide assessment and career exploration, and refer them for basic academic skill and life skill training, GED training, college, occupational skill training, and job search and maintenance skills. The ultimate goal of unsubsidized employment is attainable through this project.

Twyla Hanna, director of the Mulberry Helm Adult Learning Center, has reported that the "Education In Action" project has had a positive effect on the number of GED certificates issued. Mrs. Hanna reports that last year 38 GED's were earned through their program, during the period of July - December, and this year 84 GED's have been earned during the same period of time. This includes the Hardin and LaRue County area. Mrs. Hanna is pleased with the results from the project.

Also received was a report from Martha Hale, counselor for Central Kentucky Community Action Council, Inc. She has worked with the Education In Action project in Marion, Nelson, and Washington Counties. (Appendix G)

Since all the groundwork has been laid and a cooperative network for referrals has been established, an even more successful project to recruit and serve economically disadvantaged youth is expected this year.

APPENDIX A

ENROLLMENT INFORMATION

1. Name: _____ _____ _____ Sex: ___ M ___ F
   Last First MI

2. Marital status: _____ Date of birth: _____

3. Address: _____
   Street

   _____ _____ _____ _____
   City State Zip Code Phone

4. Social security number: _____ Race/ethnic group: _____

5. Last school attended: _____ Last grade completed: _____

   Vocational/college/other training: _____

6. Have you served in the military? ___ yes ___ no Branch: _____

7. Are you employed? ___ yes ___ no Employer: _____

8. Work schedule: _____

9. What would you consider ideal employment? _____

10. Do you have dependents? ___ yes ___ no How many? _____

11. Are you a single? ___ yes ___ no Is child care a problem? ___ yes ___ no

12. What type of financial support do you receive?

___ Part-time Work	___ Full-time Work	___ Alimony
___ Veterans' Benefits	___ Public Assistance	___ Food Stamps
___ Unemployment Compensation	___ Social Security	___ Family

Other sources: _____

13. Friend who will know your address:

Name

Street

City State

Zip Phone

Relative who will know your address:

Name

Street

City State

Zip Phone

14. Do you have any personal/family problems that may interfere with employment?

___ yes ___ no

15. Do you have transportation for job seeking? ___ yes ___ no

16. Do you have a valid driver's license? ___ yes ___ no

EMPLOYMENT HISTORY

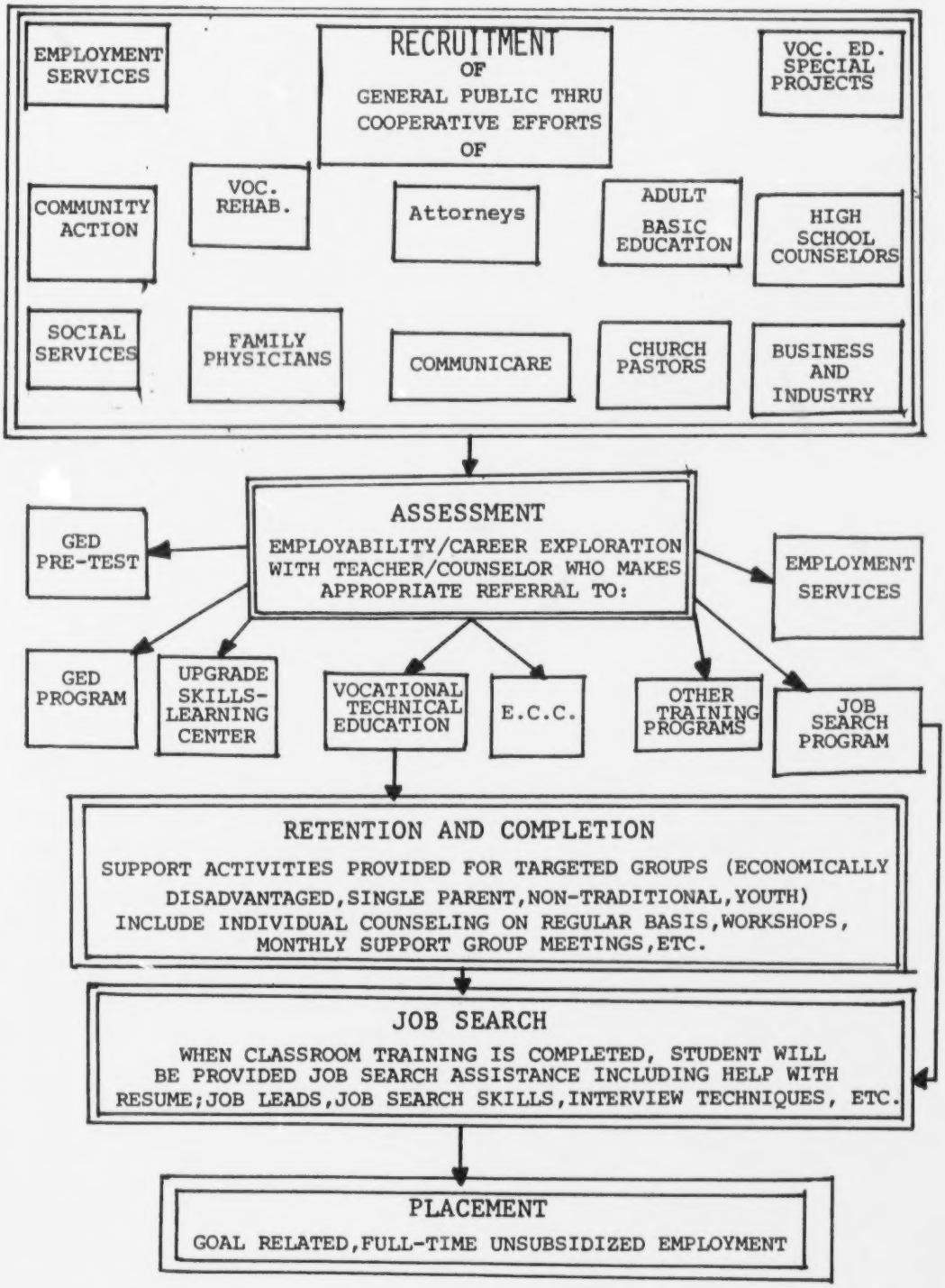
List employment experiences, starting with the most recent one.

Employer	Dates of Employment	Job Responsibilities
1.		
2.		
3.		
4.		
5.		

My test scores may be released to Kentucky Heartland Adult Resource Center for educational purposes.

Signature Date

APPENDIX B


EMPLOYMENT SERVICES
RECRUITMENT
OF
GENERAL PUBLIC THRU
COOPERATIVE EFFORTS
OF
VOC. ED. SPECIAL PROJECTS
COMMUNITY ACTION
VOC. REHAB.
Attorneys
ADULT BASIC EDUCATION
HIGH SCHOOL COUNSELORS
SOCIAL SERVICES
FAMILY PHYSICIANS
COMMUNICARE
CHURCH PASTORS
BUSINESS AND INDUSTRY
ASSESSMENT
EMPLOYABILITY/CAREER EXPLORATION
WITH TEACHER/COUNSELOR WHO MAKES
APPROPRIATE REFERRAL TO:
GED PRE-TEST
EMPLOYMENT SERVICES
GED PROGRAM
UPGRADE SKILLS-LEARNING CENTER
VOCATIONAL TECHNICAL EDUCATION
E.C.C.
OTHER TRAINING PROGRAMS
JOB SEARCH PROGRAM
RETENTION AND COMPLETION
SUPPORT ACTIVITIES PROVIDED FOR TARGETED GROUPS (ECONOMICALLY
DISADVANTAGED,SINGLE PARENT,NON-TRADITIONAL,YOUTH)
INCLUDE INDIVIDUAL COUNSELING ON REGULAR BASIS,WORKSHOPS,
MONTHLY SUPPORT GROUP MEETINGS,ETC.
JOB SEARCH
WHEN CLASSROOM TRAINING IS COMPLETED, STUDENT WILL
BE PROVIDED JOB SEARCH ASSISTANCE INCLUDING HELP WITH
RESUME;JOB LEADS,JOB SEARCH SKILLS,INTERVIEW TECHNIQUES, ETC.
PLACEMENT
GOAL RELATED,FULL-TIME UNSUBSIDIZED EMPLOYMENT

APPENDIX C

CAREER EXPLORATION COMPETENCIES

NAME _____ DATE _____

CAREER GOALS _____

DATE COMPLETED:	ASSESSMENT	RESULTS:
_____	1. personal data sheet	
_____	2. JOB-O Inventory	_____
	if indicated:	
_____	a. IND-O, BIZ-O, AG-O, DAC-O Inventories	_____
_____	b. Voc-Tech Quick Screener	_____
_____	3. Malott - Shisler Inventory	_____
_____	4. Self Directed Search	_____
_____	5. Myers - Briggs Personality Type Indicator	_____
_____	6. Tours	
	a. Elizabethtown State Vocational Training School	
	b. Elizabethtown Community College	
_____	7. Motivational Videos - Goal Setting	
	a. The Miracle Man	
	b. The Train	

CAREER SKILLS ACTIVITIES

_____ 8. Resumes

_____ 9. Applications

_____ 10. Classified Ads Search

_____ 11. Mock Job Interview

_____ 12. Interview Review

_____ 13. Job Search

_____ 14. Follow - up on individual student's progress

_____

_____

Career Goals and Plan

PERSONAL DATA SHEET

NAME _____ AGE _____

ADDRESS _____

PHONE _____

ARE YOU WORKING TOWARDS YOUR G.E.D. OR ARE YOU UPGRADING YOUR SKILLS? _____

PAST WORK EXPERIENCE: _____

_____

_____

_____

WHAT ARE YOUR PRESENT OR FUTURE CAREER GOALS? _____

_____

_____

DO YOU RECEIVE ANY KIND OF FINANCIAL ASSISTANCE AND IF SO, WHAT KIND? _____

_____

_____

YOU MAY BE ELIGIBLE FOR FINANCIAL ASSISTANCE IF ANY OF THESE CATEGORIES APPLY TO YOU. CHECK ALL THAT YOU THINK MAY APPLY.

SINGLE PARENT _____

DISPLACED HOMEMAKER _____

DISLOCATED WORKER _____

SEX BIAS/NON TRADITIONAL _____

VOCATIONAL REHABILITATION _____

ARE YOU INTERESTED IN RECEIVING FURTHER TRAINING AFTER YOU FINISH THIS PROGRAM?

_____

IF YES, WHAT KIND OF TRAINING ARE YOU INTERESTED IN? _____

_____

APPENDIX D

_____
date

PERSONAL DATA SHEET

NAME _____

ADDRESS _____

_____

PHONE _____ BIRTHDATE _____

PAST WORK EXPERIENCE _____

_____

_____

_____

_____

_____

CAREER GOALS _____

_____

_____

_____

_____

_____

EDUCATIONAL GOALS _____

_____

_____

_____

_____

_____

name and date

CAREER ASSESSMENT PROFILE

GED __ UPGRADE SKILLS __ FURTHER TRAINING __ JOB SEARCH __

CAREER GOALS-

ASSESSMENT

INTEREST-

APTITUDE-

ACHIEVEMENT-

PERSONAL-

CAREER PLAN-

EVALUATION-

_____
name and date

CAREER ASSESSMENT REFERRAL FORM

GED __ UPGRADE SKILLS __ FURTHER TRAINING __ JOB SEARCH __

_____

ASSESSMENT-

_____

CAREER GOALS-

_____

REFERRAL-

APPENDIX E

_____
name and date

JOB SEARCH COMPONENT

PREPARATION:

_____ RESUME

_____ COVER AND THANK YOU LETTERS

_____ CLASSIFIED ADS

_____ JOB APPLICATIONS

_____ INTERVIEW PREPARATION

_____ MOCK INTERVIEW

CONTACT RESUME APPLICATION INTERVIEW FOLLOW UP

PLACEMENT JOB TITLE HOURS WAGE

JOB INTERVIEW TIPS

HERE ARE SOME POINTERS FOR PUTTING YOUR INTERVIEW ON TARGET:

A. Recognize that you are a Salesperson with something unique to sell -- YOURSELF.
B. Learn the interviewer's name and use it.
C. Be prepared to state your mission when you arrive at the employment office.
D. Have ALL needed items with you, such as your Social Security card, resume, craft card, etc.
E. Come alone - don't join forces with a friend.
F. Shake hands if a hand is offered. Grasp firmly but don't break the interviewer's hand. Don't give the interviewer a "wet limp mop" handshake either.
G. Stand until you're asked to sit.
H. Do speak up and out, looking the interviewer straight in the eyes.
I. Know what the company does or makes.
J. Bask in the knowledge that personnel people like to hire applicants. Help him or her to help you by thinking of every possible thing you might do to aid the organization's progress or to solve its problems.

HERE ARE SOME "DON'TS" FOR THE INTERVIEW:

A. Don't ask for a job - or a chance.
B. Never say, "I'll take anything." Instead (when you're very desperate) say something such as, "I've no quarrel with hard work. I can take what might seem to you a lowly Job if there is a chance to move up and out as I prove myself."
C. Don't apologize for lack of experience. Instead, talk about your trainability and how quickly you learn.
D. Don't try to do all the talking. Your share of the conversation should be roughly 50-50.
E. Do not smoke, even if the interviewer smokes. It's very difficult to synchronize your cigarettes with your responses to questions.
F. Don't arrive in the employer's office five minutes before closing time and expect to land a job.
G. Don't tell a prospective employer about all the turndowns you've had. Pessimism breeds pessimism.
H. Don't wander from the subject at hand, which is, how the prospective employer can use your services. When the interviewer strays, just be polite but stay with the subject-your finding an acceptable job.
I. Don't rely too heavily on introductions or letters of recommendation. They only supply the entry.
J. Avoid the What-do-you-have-for-me? approach. You really can't expect a prospective employer to rattle off a list of ways he or she can use your services.
K. Don't kill yourself by "degrees." The but-I'm-a-college-

graduate routine is very unappealing.

L. Do not take more than one drink, if you've been invited for lunch or dinner. Take that only if your host is having one.

M. Do not hang around after the interview is over. How will you know when the interview is over? Usually the fact that the interviewer has ceased to ask questions and has thanked you for coming in signals the end of the interview.

POSSIBLE QUESTIONS THE PROSPECTIVE EMPLOYER MAY ASK -- PRACTICE YOUR ANSWERS SO YOU'RE READY IN CASE YOU'RE ASKED THEM:

A. What do you know about us?
B. What can you tell me about your current job?
C. Do you prefer to work with others, or do you prefer to work alone? Why?
D. If you had a choice of any job, anywhere, what would you choose to do?
E. What job in our company would you choose if you were given a choice?
F. What jobs have you enjoyed the most? The least?
G. What was your best subject in school? Your worst? Your favorite?
H. Why do you want to work for our organization? How did you happen to apply here?
I. What are your goals? Long range? Short range?
J. What kind of contributions could you make in our company?
K. Where do you see yourself in this company five years from now? Ten years?

HERE ARE SOME QUESTIONS YOU MAY WANT TO ASK THE PROSPECTIVE EMPLOYER:

A. Can you tell me something about the last person who held the job?
B. Will you describe a typical job for me? That is, what would the daily duties for the job be?
C. Does the company have a policy of "promotion from within," or do you usually look to the outside for talent?
D. What sort of person do you hope to hire for this job?
E. What is the rate of turnover in this work at the company? How does this compare to other companies in the same type business?
F. What problems do you hope to have solved by the person you hire?

ALWAYS KEEP IN TOUCH WITH THE COMPANY AFTER YOUR INTERVIEW TO LET THEM KNOW YOUR INTEREST IN THEIR COMPANY AND TO EXPRESS YOUR CONTINUED ENTHUSIASM FOR THE JOB YOU APPLIED FOR AND HOPE TO SECURE.

50 REASONS FOR NOT BEING HIRED

1. Poor personal appearance.
2. Over-bearing know-it-all.
3. Inability express self clearly.
4. Lack of planning for career; no purpose or goals.
5. Lack of confidence and poise.
6. Lack of interest and enthusiasm.
7. Failure to participate in activities.
8. Over emphasis on money; interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses, hedges on unfavorable factors in records.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy.
15. Condemnation of past employees.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limpy, fishy hand-shake.
21. Indecision.
22. Loafs during vacations, preferring lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.

26. Merely shopping around.
27. Only wants job for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant, with strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Ask no question about the job.
49. High-pressure type.
50. Indefinite response to questions.

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A USEFUL BIBLIOGRAPHY OF RESOURCE MATERIALS

ASSESSMENT MATERIALS

Books

A Counselor's Guide to Vocational Guidance Instruments. Jerome Kapes and Marjorie Mastie. Alexandria, VA: American Association for Counseling & Development, 1982. This book provides reviews of various tests. I don't always agree with the reviews, but everyone is entitled to his or her opinion.

The Janus Job Planner. Wing Jew and Robert Tong.Hayward, CA: Janus Book Publishers, 1987. A unique book because of its low reading level. While written at the third grade level, it can also be used by persons with much higher reading levels, making it effective in groups of people with varying reading abilities.

Life Plan: A Practical Guide to Successful Career Planning. Louise W. Schrank. Chicago: National Textbook Co., 1980. A thorough book that would be good for use in a course. The reading level is modest, and it uses a workbook format to lead the reader to a well-defined job objective.

The Mental Measurements Yearbook. Oscar K. Buros, ed. Lincoln, NE: University of Nebraska Press, published yearly. Many big libraries have this. It is a rather stuffy but objective source of data on various test devices, including vocational ones.

Tests

I prefer tests that are self-scoring and involve the test taker in a learning experience. That is why I do not include the "traditional" interest tests in this section (such as the Kuder, for example). Besides, most tests are restricted, and many instructors are not qualified to use them properly - or at all. As with all test, you should carefully read their professional manuals before trying to use them. I also suggest that you take the tests yourself. How else can you understand what you are asking of you job-seekers? The tests recommended here are self-scored and can be interpreted by most adults with just a bit of explanation.

The Self-Directed Search from Psychological Assessment Resources in Odessa, Florida is a good one. This test - and the occupational theories behind it - has revolutionized the way most career interest tests are now constructed. It is probably the most widely used test of its type. It is an easy test to take and the new revision covers over 1100 occupations. A low reading level version is available as are Spanish and Vietnamese versions. The tests cost about a dollar each.

The Career Decision-Making System by the American Guidance Service, Circle Pines, MN, is another test that is self-scoring and very actively involves the test taker. I like this test for use in groups with young people. The directions are somewhat more complex than those for the SDS, but is still quite easy to use.

The Jackson Vocational Interest Survey, published by the Research Psychologist's Press, Port Huron, MI, is a more traditional and less user friendly test than the Self Directed Search or the Career Decision Making System. It provides a well researched basis for selecting occupations. It takes about an hour to take and can be self-scored, Interpretation of the results will take more help from an instructor, though.

JOB-SEARCH BOOKS

Most of the better known books on job-seeking were written for people who buy books in bookstores. That is a substantial but relatively restricted group. These books are fun to read, consist primarily of narrative, and are written for people with good reading and comprehension skills. However, they are not usually effective as the basis for group study or program because often they are not concrete enough, and many provide advice that is not all that useful for an outcome-oriented job-search. Also, many are downright misleading or poorly informed in their advice. Those I have left out of this admittedly short list.

The Complete Job Search Handbook. Howard Figler. New York: Holt, Henry, & Co., 1980. A thorough source of ideas for job-seekers and trainers.

Guerilla Tactics in the Job Market. Tom Jackson. New York: Bantam Books, Inc., 1978. This has been a popular book for years now because of the many useful techniques it provides.

The Perfect Resume. Tom Jackson. New York: Doubleday & Co., Inc., 1981. While I think resumes are terribly overrated as a job-search tool, this is a well-done resume book. (Use it to supplement the chapter on resumes for the relatively few who need more sophisticated advice.)

Sweaty Palms: The Neglected Art of Being Interviewed. H. Anthony Medley. Belmont, CA: Lifetime Learning Publications, 1978. Witty, fun, good advice and enjoyable to read.

What Color is Your Parachute? Richard N. Bolles. Berkeley: Ten Speed Press, 1987. This is the best selling job-search book of all time. Since it's revised annually, you really ought to read a new edition if you've not done that for awhile. It is an excellent book for career changers and has a wealth of exercises to help identify the things so often overlooked in making a vocational choice such as values, skills, and much more. The reading level can be handled by most high school graduates with good reading skills.

Who's Hiring Who. Richard Lathrop. Berkeley: Ten Speed Press, 1977. One of my favorites. It has concrete advice on job-search methods and a good resume section. Very readable and helpful.

The Work Book: Getting the Job You Want.J. Michael Farr, Richard Gaither, and R. Michael Pickrell. Peoria, IL: Bennett & McKnight Publishing Co., 1987. The Work Book was designed to help people find jobs. It is direct, concrete, practical and even repetitive (purposely so). The Work Book is special because it is based on principles and techniques that actually increase the ability of job-seekers to find jobs.

CAREER INFORMATION BOOKS

The Department of Labor and Bennett & McKnight Publishing Company produce a number of very important resources that are among the best in their category - at any price. The first three books listed below are DOL publications; the last is a Bennett & McKnight reference book.

The Dictionary of Occupational Titles (the DOT) lists over 20,000 jobs and important details for each. It is as much fun to read as a phone book but indispensable as a reference tool.

The Guide to Occupational Exploration cross references all the DOT codes in useful ways for career exploration. The system takes a bit of getting used to, but the information is worth the effort.

The Occupational Outlook Handbook (the OOH) lists many fewer jobs than the DOT, but it includes the ones that roughly 75 percent of the population have. It is interesting and easy to read. A revision comes out every two years and includes new salary ranges and occupational projections for each job covered. You definitely need to have one of these for your own information and for your job-seekers to browse.

The Worker Trait Group Guide is the book for you if you need something like the OOH but at a lower reading level. There really isn't anything else like it.

MATERIALS FOR INSTRUCTORS AND TRAINERS

Here are some suggestions for your own library.

The Job Market: What Ails It and What Needs to Be Done About It to Reduce Unemployment. Richard Lathrop. Washington: National Center for Job Market Studies, 1978. A small book but packed with data supporting a rationale for sensible training of job-research skills as a national policy. I use the data all the time to sound reasonably well-informed when making presentations.

Job Power: The Young People's Job Finding Guide. Bernard Haldane. Washington: Acropolis Books, 1982. Hard to find and subject to going out of print, this book does an effective job of providing ideas and exercises for use in group assessment and skills identification.

Looking for Work in the New Economy. Robert Wegmann et al. Salt Lake City: Olympus Publishing Co., 1986. Available from JIST Works, Inc., Indianapolis, IN. A thoroughly researched book on where the economy is taking us and some suggested approaches you or your organization should take in training job-seekers to be prepared.

ETCETERA

The things mentioned so far are surely enough to get you started. There are additional materials that were developed by various people (including the author of Job Finding Fast) that provide even more specific information and many more resource materials on running job-search classes and on related topics. Call JIST (1-800-648-JIST or 1-317-637-6643) and ask to get on our mailing list to stay informed.

APPENDIX F

SUPPORT GROUP PROGRAMS
SINGLE PARENT
SEX BIAS/NON-TRADITIONAL
ELIZABETHTOWN STATE VOCATIONAL TECHNICAL SCHOOL

Month	Single Parent	Sex Bias
Nov. 87	organizational meeting	organizational meeting
Dec. 87	motivational tape	motivational tape
Jan. 88	presentation by Judy Knight, a single parent, non-trad. ESVTS grad.	Judy Knight pre-sentation
Feb. 88	stress management, Ed Jones, Lincoln Hospital	stress management, Jeaneen Goodhue, Trail Lincoln Trail Hosp
Mar. 88	Myers-Briggs Personality Inventory	Myers-Briggs Personality Inventory
Apr. 88	parenting skills	survey--gender differences in communication
May 88	positive self image	positive self image
June 88	program evaluation survey	program evaluation survey

RESOURCE CENTER MATERIALS

Motivational Casette Tapes

A Guide To Safe and Happy Latchkey Kids
Building A More Professional Image
Coping With Difficult People In Business And In Life
Developing a Powerful Telephone Image
Developing Executive Power and Potential
Front-Line Interviewing and the Firing Sessions
How To Boost Productivity
How To Counsel Employees on Personal, Sensitive & Emotional Issues
How To Discipline Employees and Get The Results You Want
How To Get The Results You Want In Meetings
How To Handle Anger (without losing your cool)
How To Reach Any Goal
How To Turn An Interview Into A Job
Managing Problem Employees
Managing The Office
Motivating Yourself and Others
Negotiation Skills For Everyone
Politics of Love - Leo Buscaglia
Resolving Conflicts, Clashes & Flare-Ups at Work
Secrets of Effective Delegation
Solving Customer Complaints & Problems
Stressless Journey
The Secrets To Clear, Powerful Business Writing
Winning Over Stress
Winning Sales Skills

MATERIALS FOR RESOURCE CENTER

Tests for Assessment

CAPS - Career Ability Placement Survey Test
CAPS - Career Ability Placement Survey Profile and Guide
JASTAK - Wide Range Achievement Test
JOB-O Career Planning
Murphy-Meisgeier Type Indicators for Children
Myers-Briggs Type Indicators
TABE Test and Manuals
The Self Directed Search

MATERIALS FOR RESOURCE CENTER

Books

About Time - A Woman's Guide To Time Management
Creative Visualization - Shakti Gawain
Eliminate The Placement Department by Michael Farr
A Helping Hand by Phaerman, Belcher, Merz
How Do I Love Me? - Helen M. Johnson
How To Single Parent - Dr. Fitzhugh Dodson
Job Finding Fast Manuals
Making Your Family Work - Mary G. Durkin
Occupational Outlook Handbook
Playing Ball: How To Involve Private Companies In Youth Employment by Jim Darr
Please Understand Me - Character & Temperament Types
The Perfect Resume
The Stressless Home - Robert M. Bramson, Ph.D.

MATERIALS FOR RESOURCE CENTER

VHS Tapes

Career Hunter - Drafting
Guide To Everyday Negotiating by Roger Dawson
How To Be A Winner by Zig Ziglar
Peak Performance by Dr. Charles Garfield
The Power of Positive Thinking by Norman Vincent Peale
Selling: A Great Way To Reach The Top by Zig Ziglar
Speaking of Success Series
- Achieving Personal Excellence
- Leadership-Maximizing People Potential
- Psychology of Self-Management
- Stress, Success & Type A Report Card
- How To Listen Effectively
- Time Management

Vocational Interviewing Series
- Getting Ready For The Interview
- Succeeding In Your Interview

What Do You Really Want For Your Children by Dr. Wayne Dyer
Winning In Life by Walter Payton
VHS and Book - Woman Becoming

MATERIALS FOR RESOURCE CENTER

IBM Programs

Be A Winner - Diskette Series
- Be A Winner - Be Assertive
- Be A Winner - Negotiate
- Be A Winner - Set Your Goals
- Be A Winner - Be Motivated

The attached survey was given to members of the support groups at the end of the school year in an attempt to evaluate the programs' impact. Following are highlights of the survey:

* regarding whether or not the program was personally helpful to the students:
  yes 83% no 17%
* regarding which aspect of the program was most helpful:
  information presented 63% peer support 33%
* regarding the type of presentation the students preferred:
  programs presented by staff 50%
  programs presented by outside community speakers 33%
  no preference 17%
* regarding particular programs:
  program on self esteem received the most favorable response (see attached sheet for breakdown)
* regarding whether or not the students wanted to see the support groups continued next year:
  yes 92% no 8%
* a sampling of comments:
  positive:
  "I have discovered that I am not alone."
  "I have been able to look at myself and my career from a new perspective and can more clearly focus on career goals."
  "It helps to talk to others with the same problems."
  "It helped me to deal more openly with my child"
  negative:
  "Too short."
  "Information too general."
  "Program needs more publicity."
  "Need more explanation about the structure of the program."

Recommendations:
I feel this program has been successful in serving the students in two ways: providing an environment and opportunity for peer companionship and support, and providing much needed information the students might not be exposed to otherwise. I think it is a very worthwhile endeavor, and should be continued in the 1988-89 school year.
Improvements:
We should make an effort to better publicize the program, and enlist the support of the instructors in encouraging and enabling the students to attend, as this is a retention tool that will benefit all involved.

SINGLE PARENT/SEX BIAS SURVEY

1. Do you feel like the support group has been helpful to you? _____ yes _____ no

2. Which has been more helpful:
   _____ information presented in programs
   _____ peer support

3. Which type of program do you prefer:
   _____ an outside speaker from the community
   _____ program prepared and presented by ESVTS staff

4. Check which program(s) you particularly enjoyed:

single parent	sex bias
____ "The Miracle Man" video	____ "The Miracle Man" video
____ parenting skills	____ Judy Pitcock Knight
____ Judy Pitcock Knight's personal account of single parenthood and non-traditional career	____ gender differences in communication survey
____ stress management	____ stress management
____ self esteem	____ self esteem
____ Myers Briggs personality Inventory	____ Myers Briggs personality Inventory

5. Can you identify one particular benefit you have personally experienced as a result of this program?

6. Are there any other topics you are interested in that you would like to see addressed?

7. Would you like to see the support groups continued in the next school year? _____ yes _____ no

8. Any comments or suggestions you would like to share would be very helpful. Please take a few moments to help us evaluate this year's program and plan for next year's program.
   Comments:

APPENDIX G

CENTRAL KENTUCKY COMMUNITY ACTION COUNCIL, INC.

February 29, 1988

REPORT ON EDUCATION IN ACTION PROJECT

I have been working with the above named project in Marion, Nelson and Washington Counties.

I have given 74 GED pre-test in the 3 counties and 33 of these individuals passed. The other 41 individuals have been referred to school. Jobs have been secured by 5 of these individuals and 4 have enrolled in college.

CKCAC paid $61 in Day Care Fees to allow for some of the individuals to take the GED test and $50.00 in actual GED test fees.

This has been an excellent opportunity to serve this area and to watch attitudes change. The following are some of the cases I feel were real successes:

1. A husband and wife team passed the test and now want to go to college.

2. A student, passed her test, enrolled in college and they want to publish her English essay.

3. A student, passed the test and his boss gave him a bonus of $1,500. for passing.

4. A young woman, passed the GED test, enrolled in St. Catherine's College and is employed for 30 hours per week.

5. Another student, dropped out of school at age 14 and did not pass the GED pre-test, but has enrolled in the Literacy Class and never misses class.

REPORT SUBMITTED BY Martha W Hale